
Politics, and Religion, a specific objective is to understand the goal of peace in relation

Reflection on the moral and religious significance of peace is included.

Reading Materials and Topical Outlines may be found in the weekly syllabus below

In-class Activities

In addition to participating actively in class discussions, students will be asked to prepare short (1-2 pages) summaries of their reflections on the readings for that class and communicate their ideas appropriately in the discussions. An important aspect of the seminar experience is to determine a topic for personal research in consultation with the instructor, to make an oral and written (one-page outline) presentation of that research, and submit a written report (approximately 10-15 pages) on it at the assigned time. The skills and knowledge being assessed are these seminar skills and the contents of the course on Peace, Politics, and Religion.

Modes of Assessment

The various dimensions of class activities will be assessed as follows: attendance and participation (30%); personal research project, including class presentation and final report (50%); a short quiz during the semester (10%); a short final exam (10%).

Student Evaluation

Grading scale

A 93-100 B+ 87-89 C+ 77-79

1. Toft, Philpott, and Shah, *God's Century*
Chapter 4
2.
Plattner, and Costopoulos.

Week 8 October 15 Secularism and International Relations

1. an, and Toft
2. Chapter in Snyder.
3. *World Politics* 52
(January 2000), pp 206-245

Week 9 October 22

Fall Break

Week 10 October 29 Changing International Relations

1. P
World Politics 55 (October 2001), pp. 66-95.
2. *Michigan*
Journal of International Law 25 (2003-2004), pp

REFERENCES

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Shah, T. S., A. Stepan, and M.D. Toft, eds. (2012). *Rethinking religion and world affairs*. New York, Oxford University Press.

Snyder, J., ed. (2010). *Religion and international relations theory*. New York, Columbia University Press.

Toft, M. D., D. Philpott, and T. S. Shah (2011). *God's century: resurgent religion and global politics*. New York, W.W. Norton. (TEXTBOOK)

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Joint Research Project of the 2009 and 2010 academic years at Sophia University on the
topic of
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World Congress for Politics and Society, Gyeongju-si, Republic of Korea.

Wessels, D. (2016) *An Introduction to Religious Issues in the Foreign Policy of Modern
Japan*, *Cosmopolis*, No. 16 (2016), Graduate Program in International Relations, Sophia
University.

ACADEMIC HONESTY STATEMENT 5n-2SLBT1 0 ga1Jap/P AMCID 79/-2/L65:1T04 29771 0 0 1 85.104

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here.

<http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her.

331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Academic Honesty

Policies and Procedures

Questions or concerns about academic honesty policies and procedures in the College of Arts and Sciences should be directed to Associate Dean of Undergraduate Education, Gary Barker.

Report Academic Dishonesty

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for

existence. They also demean and compromise the activities of teaching, research, and community service that are the primary corporate purposes of the institution.

Academic dishonesty runs counter to the ethical principles of Christianity and of other cultural traditions and undercuts the spiritual and intellectual ideals of the Catholic Church and the Society of Jesus, upon which the University is founded. The destructive effects of academic dishonesty are many. Not only does it undermine the grading process, robbing teachers of their ability to assess the accomplishments of their students and to give proper responses and rewards, but it also impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows students to take unfair advantage of their peers and undermines moral character as well as self-respect. It also damages the bonds of academic trust upon which the entire University rests.

Since the College of Arts and Sciences seeks to prepare students for lives of integrity and for occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. In establishing high standards of integrity, the College is not only affirming certain rules students are to observe at Saint Louis University, but giving students ethical principles and practices to take with them as they move into diverse professions and walks of life beyond the walls of the University. To this end, the College relies, not merely on the willing compliance and support of its students, but on the adherence to professional ethics displayed by its students and by its faculty, staff, and administrators as well.

Arts and Sciences Academic Integrity Policy and Scope

Details of the Arts and Sciences Academic Integrity Policy and Scope may be found at:
<http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

OTHER INFORMATION

Learning outcomes

Social Science core requirement

Student Outcomes: Students will acquire concep

more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

For the Theology Course Requirement

Student Outcomes: Students will acquire the capacity for critical, informed, and creative theological inquiry as a means of deepening their understanding of theological concepts and the human condition. Their study of theology will lead them to examine their own religious experience and to apply theological thought to their personal and professional lives in the service of humanity.

Student Learning Outcomes for the Political Science Major

Goal 1 - Graduates will gain substantive knowledge of basic political concepts and systems in the U.S and world. Students will understand the institutions, processes and values that shape politics and policies within and among states and be able to apply that knowledge to local, national, and world contexts. It is also our goal that students understand the major theories, concepts, foundations, and methodologies used in the study of political science.

* Learning Outcome 1 - Knowledge of political systems. Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations.

* Learning Outcome 2 - Knowledge of concepts and theories of politics. Students will be able to distinguish among the diversity of traditions in the discipline.

Goal 2 - Graduates will think critically about political concepts and systems and engage increasingly complex questions. It is our goal that Political Science students will be able to apply the major analytic and theoretical frameworks in each of the subfields of political science: American Politics, International Relations, Comparative Politics, Political Theory, Public Policy, and Research Methods. We also want students to be able to formulate questions and evaluate theories and hypotheses based on these frameworks.

* Learning Outcome 3 - Critical Thinking and Writing. Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose.

* Learning Outcome 4 - Research. Students will be able to identify and gather information from credible primary and secondary sources.

* Learning Outcome 5 - Methodology. Students will be able to design original research to test ar

